

**THE USE OF COLLABORATIVE READING STRATEGY IN TEACHING
READING COMPREHENSION AT THE ELEVENTH GRADE
STUDENTS OF SMKS MUTIARA ILMU MAKASSAR**



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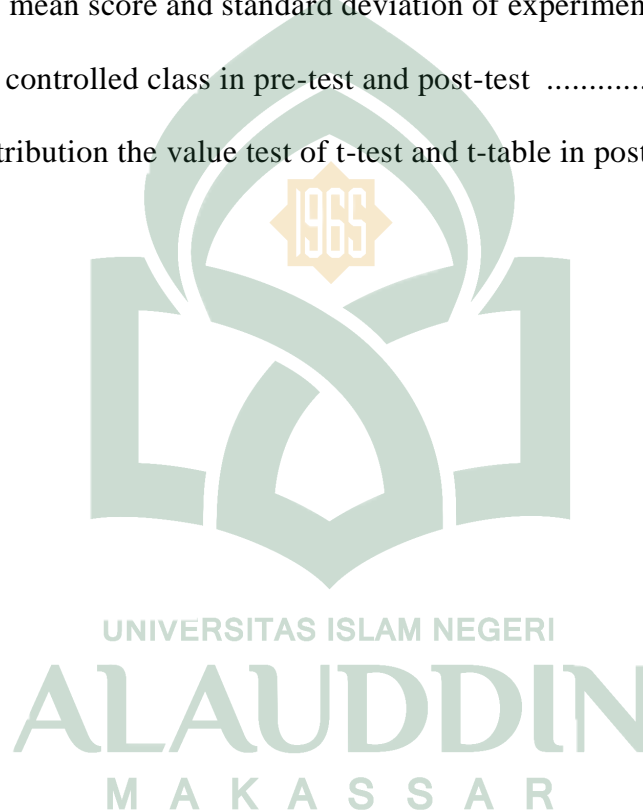
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ABSTRACT

Name : Tut Wuri Handayani
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The research aims to find out the effectiveness of Collaborative Reading Strategy in teaching reading with two research objectives: to find out whether using Collaborative Reading Strategy is effective or not for developing students' reading comprehension and to describe the influence of Collaborative Reading Strategy in teaching students' reading comprehension. This research was conducted at SMKS Mutiara Ilmu Makassar in Academic Year 2017/2018. In this research, the population was students in the eleventh grade. The number of population was 40 students. In taking the sample, Class XI RPL 1 and XI RPL 2 were chosen by using purposive sampling technique. There were 20 students in Class XI RPL 1 and 20 students in XI RPL 2. Quasi experimental design was applied in this research with two group pre-test and post-test design. Class XI RPL 1 was chosen as controlled class by using conventional method (speech method) and Class XI RPL 2 was chosen as experimental class that taught by using *Collaborative Reading Strategy*. The instrument used to collect data was reading test, especially multiple choice as a representation of reading and some vocabularies to make a matching in the translation of the words.

Research findings showed that the eleventh grade students of SMKS Mutiara Ilmu Makassar got score on pre-test with the mean score 53.25 which is classified as adequate to fair. After giving treatment the students got improvement, they got score with the mean score 71 which is classified as good to adequate. The result of the data analysis indicated that there was a significant improvement in the students' reading comprehension after being taught using *Collaborative Reading Strategy*. It was proved by the result of the statistical analysis of the level of significance $P = 0.05$ with degree of freedom (df) = 38 indicated that the t-test values of the students' reading (4.71) was higher than t-table value (2.042). Based on the result of analysis, the researcher concludes that using *Collaborative Reading Strategy* was effective in teaching reading at the second grade students' of SMKS Mutiara Ilmu Makassar, because Collaborative Reading Strategy has some advantages such as each students can be directly involved in answering a question, secondly, it can increase the students' activity with their friends in classroom. Thirdly, it can help to avoid students being bored during in teaching learning process and Collaborative Reading Strategy can motivate and encourage students to be more interested and enthusiastic in learning English.

CHAPTER I

INTRODUCTION

This chapter discusses the research background that leads to research problem, research objectives, research significance, research scope and definitions of operational variables.

A. *Background*

The most important tool of communication is a language. The purpose of communication can be served well by language and without language, there will be no coordinated activity exists. In every moment of our lives it is used practically.

Language is a tool, a media to communicate by expressing ideas, minds, feelings and so on. It is shaped by some components of language namely, phonetic, phonology, morphology, syntax, semantics and elements of culture. In addressing our ideas, minds or even feelings, there are three ways to do, one is by speaking, the second is by writing and the third is by using sign.

The most extensive catalog of the world's languages, generally taken to be as authoritative as any, is that of [Ethnologue](#) (published by SIL International), whose detailed classified list as of 2009 included 6,909 distinct language.

One of the languages existing in this world is English. It is one of the ten biggest language used in this world. It is used as a facilitator for a great number of international relationship because it has been an international language that surely most of people around this world learn it and use it.

In language there are 2 kinds of skill namely, Productive skill and Receptive skill. Productive skill includes speaking and writing ability and in receptive skill includes listening and reading. All of the skills are important to learn and to understand. The four skills exist in learning process and it relates one another.

One of the four skills is reading. Reading is an activity of getting information from books. According to Nuttal (1982) there are five aspects of reading which the students' should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary.

The same as Nuttal (1982) Harmer (2007: 99) also states that reading is useful for language acquisition; the more the students read, the better they get at it. It is an important skill for students to learn. Because, the students who are not engaged in reading activity, they will miss new information. In addition, another reason why reading important is because reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing as well.

As a muslim, reading is not something new in our ears. Moreover, in the Alqur'an the first verse as the vision from God to Muhammad was Q.S Al-Alaq (verse 1 – 5) namely:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ عَلَقًا وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Read ! In the Name of your Lord, who has created (all that exist),
2. Has created man from a clot (a piece of thick coagulated blood).
3. Read ! And your Lord is the Most Generous.
4. Who has taught (the writing) by the pen .
5. He taught man that which he knew not.

So, from the verse above, it can be seen how important reading is, because Reading is the command from God. But although reading is important, reading cannot stand alone. It cannot be separated from comprehension. Nunan (1999: 33) and Murcia (2001: 154) state that reading is an interactive process and readers are required to understand the symbols in reading and to interpret what they read. Reading comprehension is one of principle not only for English learning but also for all lessons. So, basically the main goal of reading is comprehension itself.

Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words. That is why there are many problems appear dealing with reading comprehension. The most general problem we find out is stuck. There are some problems can cause it such as the lack of vocabularies, unfamiliar words, inability to understand the context or content and so on.

Those problems above can be the reasons why reading becomes a boring activity to do. Besides, the lack of motivation can also be a factor that can cause the students to read. They just do not know what strategy can actually be applied to make it easy to read and understand all the contents of the text.

Based on the observation in the classroom directly, asking some students and interviewing the teacher, reading itself is defined as the boring activity, even they know that if only they read well and seriously they can get many information and much knowledge from it. They do reading just as their obligation in English subject. As the teacher said, actually reading activity can be boring or not, it depends on how the teacher delivers the way in teaching. The teacher states that there are many activities that can be done in reading comprehension, so that reading will be fun for students and students can enjoy the learning process.

In fact, it is true that there are many strategies, methods or even activity to encourage the students' motivation so that they can enjoy reading a book, article, journal or anything that has relation with academic purpose. One of the famous strategy is Collaborative Strategic Reading (CSR) that was found and developed by Klinger & Vaughn (1987). CSR is the comprehension strategy which combines modification of Reciprocal Teaching (RT) (Palincsar & Brown, 1984) and Cooperative Learning (CL) strategy (Johnson & Johnson, 1987). Referring to Indah (2015) CSR is designed for students who have very low comprehension in reading English text.

From the observation and interviewing of the students, the researcher found out that students face many problems in reading comprehension. That is why the researcher took a conclusion that it needs an application of the strategy to change the students' mindset about reading and it is Collaborative Reading Strategy.

Relating to the explanation above, the researcher is interested in conducting research on *“The Use of Collaborative Reading Strategy in Teaching Reading Comprehension at The Eleventh Grade Students of SMKS Mutiara Ilmu Makassar”*

B. Research Problems

Based on the previous background, the researcher formulates two research questions of this research as follows:

1. Is Collaborative Reading Strategy effective in teaching reading at the eleventh grade students of SMKS Mutiara Ilmu Makassar for developing students' reading comprehension ?
2. How is the influence of Collaborative Reading Strategy in teaching students' reading comprehension at the eleventh grade students of SMKS Mutiara Ilmu Makassar ?

C. Research Objectives

Related to the research problems above, the research objectives are:

1. To find out whether the use of Collaborative Reading Strategy is effective for developing students' reading comprehension at the eleventh grade students of SMKS Mutiara Ilmu Makassar.
2. To describe the influence of Collaborative Reading Strategy in teaching students' reading comprehension at the eleventh grade students of SMKS Mutiara Ilmu Makassar.

D. *Research Significances*

The advantages of this research are divided into two parts, which are provided as follows :

1. Theoretical significance

The researcher truly expects that the readers both students, teachers or people in general will get a lot of new knowledge related to this research. For instance, at least they know what Collaborative Reading Strategy is and also they can apply in their learning process. So, their motivation will increase and reading will be fun for them because their ability in understanding text is also increased. So, this research is expected to be a good reference in teaching English especially for teaching reading.

2. Practical Significance

Generally, this research will serve three practical significances in teaching especially in teaching reading. The first is for the students, for the teacher, and for the institution. The researcher hopes that the students will enjoy reading all kinds of reading texts and get understanding easily. For the teachers, the researcher hopes that they can use this strategy in teaching reading in the classroom even just as a basic reference to teach reading so that the learning process will be fun and more guided.

The last, for institution, the researcher really expect that this research can be one of many solutions to overcome the problems in reading comprehension in certain institution especially for theywho have serious problem in teaching reading.

E. *Research Scope*

The research focuses only on students's reading comprehension by using the Collaborative Reading Strategy at the eleventh grade students of SMKS Mutiara Makassar.

F. *Operational Definition of Terms*

The Improvement of the students in this research, especially at the experimental class will be marked by calculating their score at test, both pre test and post test.

For better understanding of the research, the following terms are defined by the resercher as used in the study. They are:

1. Collaborative Reading

Collaborative Reading Strategy is strategy that focuses in engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview, Click & Clunk, Get the Gist and Wrap Up*.

2. Teaching Reading

Teaching is a process to transfer knowledge from the teacher to students to make them understanding the content of the contex of reading text.

3. Reading Comprehension

Reading comprehension is understanding what we have been read so that we can get information from the text.

CHAPTER II

LITERATURE REVIEW

The chapter is divided into four main sections, namely reviews of related research findings, pertinent ideas, theoretical framework and hypothesis.

A. Review of Related Research Findings

Regarding the effect of Collaborative Reading Strategy in teaching students' reading comprehension, there are three researchers that have conducted the study, namely :

1. Dicky Tinton Hermawan, a student of English Education Department Faculty of Teacher Training And Education university of Nusantara PGRI Kediri "*The Effect of Collaborative Strategic Reading (Csr) To The Eighth Grade Students' Reading Comprehension At Smpn 1 Gampengrejo Kediri In Academic Year 2015/2016*". He states that the CRS is effective on the students reading comprehension, so this technique should be applied in teaching reading especially in reading comprehension so that the students will be more interested in reading and they can understand the material easily. From the researcher, the writer can concluded that CSR technique is very helpful in teaching reading.
2. Anike Rosalina, students of English Education Department of UIN Syarif Hidayatullah "*The Influence Of Collaborative Strategic Reading (Csr) Technique on Students' Achievement In Reading Comprehension Of Narrative Text*". She states that the csr has an influence on students'

reading achievement on narrative text also it is very helpful and effective to improve the students' achievement in reading comprehension.

3. Rini susiani "*The use of csr in teaching reading (an experimental study to the firstyear student at man model banda aceh*". She states that the students gave positive responses in related to csr instruction, csr procedure and the impact on their reading comprehension.
4. Indah Fadilah Rahman "*The Implementation of Collaborative Strategy Reading (CSR) and Its Effects on Students' Reading Comprehension*". She conducted the research at Madrasah Aliyah Negeri MAN 1 Makassar with 40 students as respondents. She states that the results of the students' reading comprehension score from pre test to post test demonstrate a significant difference and the findings signifies that CSR is positively responded by the experimental class.

B. Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Many students said that they have read a book but then what they were asked about the main idea of book, they said that is nothing. It is not reading of all, except parrotly. Read one book without any comprehension on her his reading can not be called eading. Reading is a complex activity process of decoding symbols in order to construct of derive meaning. According to Charles in Kasihani (2007) stated reading was a transition of information process where the author was regarded as the informant and the reader. On the other hand, receive

during reading process the reader interacted with the author. In addition according to Wilga (1981) defines reading is one way to know something and by reading we will be excited to study more about what we have read, as a wise people said that “the more we read the more we know”.

Based from some arguments above, the researcher can conclude that reading is a process in language skill that need will to develop our knowledge.

b. The Types of Reading

According to Nash (1984) classified reading into 3 (three) reading. They are oral reading, silen treading, and th efficient reading.

Oral reading is a reader vocalises the printed words one by one. Thus a reader who does oral reading must have a good pronunciation oral reading is used when a readislearning to combine words with meaning.

Silent reading does not mean that a reader reads without sound. But the reader may sound in respond to words, but there is no nee say each word. A welleducated in silent reading only says the word in his mind, the fore, the man silent reading understand without any references to pronounce stress on interaction.

Efficient reading includes both intensive and extensive reading. Intensive reading refers to the work done by the students in class. A student may extensive reading when he is studing for examination.

c. The kinds of Reading

According to Nasr (1984) there are some kinds of reading. There are following kinds of reading. *The first* is skimming, this is the easiest and fastest kind of reading. If a reader skims reading material, he just reads the sign posts or clues in the selection such as the heading and the topic sentence. it is a rapid reading and you are only focusing on the title, headings, topic sentence, sign posts to get the main idea. Example surveying a chapter or article, reviewing something you've read, choosing a magazine/book to buy in the bookstore.

Secondly is scanning, when the reader's purpose is to locate a particular information in the text, he resorts to this kind of reading- scanning. He does this by browsing over the pages and giving a quick look over them. It's also a rapid reading in which you're only getting the keywords. Usually it answered by what, who, where, when, how.

The third is exploratory reading, this is done when the reader wants to know how the whole selection is presented. It aims to get the accurate picture of the whole presentation of ideas. How the whole selection is presented. It is referring to structure, method of paragraph development, Examples: long articles in magazines, short stories and descriptive text.

The fourth is analytic reading, a careful examination of each work to identify word relationship is the main purpose of analytic reading. it is a careful attention to each word and its importance in relation to other words in the sentence or the paragraph. Reading mathematical problems, scientific formulas,

and certain definitive statements of key ideas that require a questioning/inquisitive mind.

The fifth is critical reading, this makes the reader weigh facts, information, or ideas presented in the selection, so that he, too, can perform judgements or conclusions about them. In this, you are questioning, analysing, and evaluating the text using your critical thinking skills. Example reading done in periodicals, books, ads which are loaded with propaganda devices designed to sway opinions.

The sixth is narcotic reading, this is done by a person who wants to get rid of his everyday troubles, depressions, frustrations, problems, through reading magazines, stories, novels, essays, and others. This is done by those people who are frustrated and depressed and they use reading as their hobby to get rid of their problems.

The seventh is extensive reading, if the reader spends his leisure time by reading any kind of material that is interesting to him, he will consider his act of reading extensive reading. It is reading for pleasure and the main purpose of this is to relax and enjoy. Example, comics, humorous stories, tales, novels, short articles in the newspapers and magazines, jokes, and other forms of light reading materials.

The eighth is intensive reading, doing serious reading books, periodicals, and other library materials for research work or a report is the main concern of this kind of reading, it is a careful or in-depth reading, example the kind of reading you do when you study, prepare a term paper, or an oral report.

The next is developmental reading, in case the reading activities of a person are under a comprehensive reading program that consists of several stages starting from the reader's preschool period to his collegiate level developmental reading is the kind of reading that this reader submits to himself. It is done when a reader is under a comprehensive reading program that lets him go through stages & monitors him.

The last is idea reading. This is to get the main idea of material. This involves the three psychological processes of reading-sensation, perception and comprehension. We're only getting the main idea on the paragraph.

d. The Purpose of Reading

According to Harmer (2007) reading itself has any aims. The reader has to establish their purpose before reading. Someone may want to get information, read for gist, to study or in order to critique a writer's idea or writing style.

Someone also read for enjoyment, or to expand knowledge of the language being read. Reading for gist is done to get the main points of the text, it is done by skimming. Reading for get information is done to find specific information that done by scanning. Reading for study is necessary in any situation where reader may have to study text in English language. This was done by intensive reading skills.

2. The Concept of Reading Comprehension

a. Definition of Comprehension

According to Smith & Johnson (1980) comprehension is a dynamic process in which information from the text and knowledge processed by the

reader interact to enable the reader to construct meaning before, during, and after reading.

b. Reading Comprehension

Nuttal (1982) defines reading comprehension as the ability of understanding and interpreting information in text correctly. Meanwhile Smith and Johnson (1980) states that reading comprehension is understanding, evaluating utilizing of information and gained through the interaction between reader and author.

Perceive reading comprehension as a very complex task requires different cognitive processes and reading abilities in the life span. In addition from Singer in Indah (2014) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by written and the process of thinking while deciphering symbols.

c. Reading Comprehension Level

There are various levels in hierarchy of thinking. According to Smith & Johnson (1980) categories the level of reading comprehension skills level into four levels, such as literal reading, interpretative reading, critical reading and creative reading.

The first level is *literal reading* is the most obvious, it is the skill of getting the primarily direct literal meaning of words, ideas or sentence in context of the basic of literal comprehension are recognizing stated main ideas detail and effect and sequence.

The next is *interpretative reading* or inferential level comprehension, this level, students goes beyond what is said read for deeper meaning. They must be able to read critically and analyse carefully what they have reading.

The third level of reading comprehension is *critical reading* or applied reading where by ideas information is evaluated. Critical level compares previous experience to elements in new materials, such as content style, expression, information and ideas or values of the author.

The last is about *creative reading*. It involves going beyond the materials presented by author. Creative reading requires the reader to use their imagination. In creative reading, the reader tries to propose new alternative solutions to the by the writer.

d. The Process of Reading Comprehension

Nuttall (1982) stated that there are three vital processes of reading comprehension, as follows: *Firstly, is about previewing – scanning, searching, reading bit* (heading, illustrations, and paragraph) and setting up some expectation. *Secondly, predicting*, it makes guesses which are informed these expectation, knowledge of the subject, the writer, the type of the time writing, of the likely concepts, contents or conventions. *The last* is about *checking*: confirming, enhancing or extending predictions or pre-knowledge by using features within the text or resources outside it.

3. Collaborative Reading Strategy

CSR) was developed by Janette K, Klingner and Sharon Vaughn in 1996 and 1998. CSR is a reading comprehension technique that combines two

instructional elements: (1) modified reciprocal teaching (Palincsar & Brown, 1984) and (2) cooperative learning or students pairing (Johnson & Johnson, 1987). In reciprocal teaching, teacher and students take turns leading a dialogue concerning key feature of the text through summarizing, questioning, clarifying and predicting, and in cooperative learning, the students brainstorming, predict, clarify words and phrases, highlight the main idea, summarize the main idea(s) and important detail and ask and answer questions.

Collaborative Reading Strategy is strategy that focuses in engaging students to work in small cooperative groups (3-5). In Collaborative Reading Strategy students learn four techniques:

Preview is a strategy used to activate students' prior knowledge in order to facilitate their predictions about what they will read, and to generate interest. A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies or reading text. The teacher prompts students to tell what they learn from previews by asking questions such as, "*do you learn who is going to be in the movie?*" or "*do you learn in what historical period the movie will take place?*". The teacher then asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The teacher describes a click as something that

“you really get. You know it just clicks.” After students understand, the teacher explains *“A clunk is like when you run into a brick wall. You just really don’t understand a word the author is using. That’s a clunk.”* Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks. The teacher asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use “clunk cards” as reminders of fix-up strategies.

Get the gist is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following questions: (a) *“who or what is it about?”* and (b) *“what is most important about the “who or what?”* In addition, students are taught to limit their response to ten words or less, so their gist conveys the most important idea(s), but not unnecessary details. Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then, the teacher asks students to tell what is the most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. The teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a test. The teacher suggests the following question.

C. Theoretical Framework

According to Gascoigne (2005), reading skills have attracted a higher level of interest where research and their uses in foreign language teaching are concerned. Efficient reading skills are a springboard for academic progress and success. Since reading techniques help with understanding what learners read, they should be able to use the techniques effectively.

A high level of reading proficiency often translates into better language acquisition. Reading techniques can also benefit students with low levels of reading skills in terms of reading comprehension advancement. A tool that can assist learners to be successful readers is reading strategies.

The theoretical framework underlying in this research is given in the following figure:

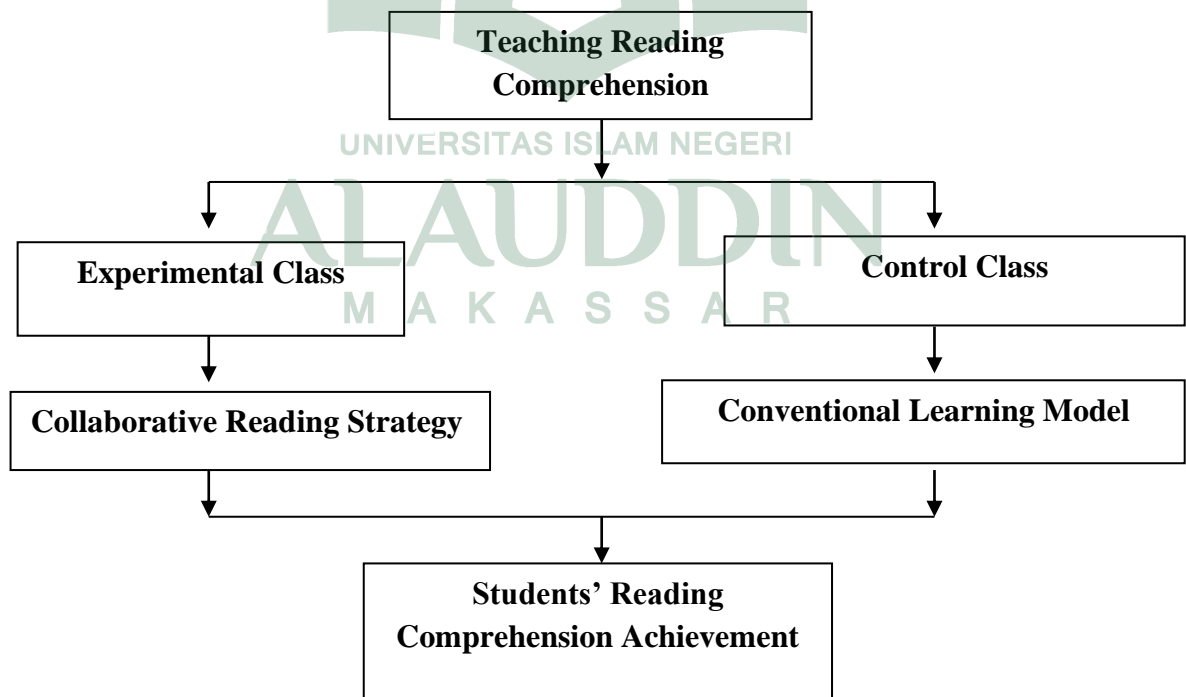


Figure: Theoretical Framework

Based on framework above, the researcher taught reading in two classes. First is experimental class and the second is control class. In experimental class, the researcher used Collaborative Reading Strategy in teaching reading. It is quite different from control class; the researcher used conventional or existing strategy in teaching reading.

D. Hypothesis

There are two kinds of hypothesis in this research. They are:

H₁: Collaborative Reading Strategy is effective in teaching reading for developing students' reading comprehension at eleventh grade students of *SMKS Mutiara Ilmu Makassar*.

H₀: Collaborative Reading Strategy is not effective in teaching reading for developing students' reading comprehension of at eleventh grade students of *SMKS Mutiara Ilmu Makassar*.

CHAPTER III

RESEARCH METHOD

This chapter explains the research tradition or paradigm used to reveal the focus issues in this research. It contains research design, research design, population, sample, variables, instrumentations, data collection procedures, data analysis techniques, testing hypothesis and statistics procedures employed in this research.

A. Research Design

The researcher used quasi experimental method with non equivalent control group design. Sugiyono (2014) stated that A quasi-experimental was developed true experimental design which was difficult to do it. This research applied non equivalent Control Group Design as the design. This design was exactly like pre-test post-test control group design except that there was no random assignment into group (Sugiyono, 2014: 79). The purposes of this method was to find out the influence of students' reading comprehension by using Collaborative Reading Strategy. We would find out the influence students' reading by using Collaborative Reading Strategy and without using Collaborative Reading Strategy. We could see how the students get information from the text and how they could answer the question in the pre-test and post-test.

The design was as follow:

Experimental Group:	0₁	X	0₂
Control Group:	0₃	X	0₄

Where:

0₁ = pre-test for experimental group

0₂ = post-test for experimental group

0₃ = pre-test for control group

0₄ = post-test for control group

X = treatment

(Sugiyono, 2014: 79)

This design took two classes at the eleventh grade students of SMKS Mutiara Ilmu Makassar which were divided into experimental class and control class. In Experimental class was applied *Collaborative Reading Strategy* in treatment and the control class received usual treatment or conventional ways as the habitually of the teacher and students in learning process, here the conventional method was speech method. Both groups were given pre-test and post-test.

B. Research Variable

The kinds of variable related to research consisted of independent and dependent variable. According to Arikunto (2006), independent variable is the variable that was influenced by another variable to achieve what is expected by researcher; whereas, the dependent variable is the result that is expected through

the implementation of the independent variable. The independent variable in this research is the use of Collaborative Reading Strategy and the dependent variable is teaching reading comprehension.

C. Research Participant

1. Population

According to Arikunto (2013) population is all subjects in the research. The population of the research was the eleventh grade students of SMK Mutiara Ilmu Makassar the population consisted of two classes, XI RPL 1 and XI RPL 2 which consisted of 73 Students.

2. Sample

According to Arikunto (2013:174) sample is the most of representative of who are researched. The process of gaining the sample of study, the research used purposive sampling to find sample. Purposive sampling is one of form in nonprobability sampling which is also referred to judgment sampling, it is means that sample elements judged to be typical, or representative for the research, the sample was chosed from the population, it was chosen from two classes which has similar characteristic in learning English. Those classes are XI RPL 2 as experimental class and XI RPL 1 as control class, the writer only chose 20 students in each classes.

D. Research Instruments

The research instrument used here is reading test which was focused on reading comprehension. The test instrument was divided into two sections: pre-

test and post-test. The pre-test and post-test instrument was use multiple-choice questions which were take from some books of English 11th grade related to reading and other resources. The researcher collected and made only 20 questions of multiple-choice for pre-test and 20 also for post-test, before administering the test to the students.

E. *Data Collecting Procedures*

The research was conducted on 9th may, 2018 – 9th June 2018. It took place in two classes of eleventh grade students of SMKS Mutiara Ilmu, Makassar.

In collecting of the data, the researcher used tests. Based on Arikunto, Suharsimi (2006:150), test is a sequence of questions, exercises, or other instruments used to measure skill, knowledge, intelligence, ability, or talent owned by a person or people. The researcher applied test, before and after giving the students treatments. There were two tests that the researcher gave to the students both in control and experimental class, namely pre-test and post-test.

Pre-test was given to measure the ability of the students' understanding the reading text before the Collaborative Reading Strategy would be applied while post-test was given to measure the ability of the students' understanding owns after applying the strategy.

1. Pre-test

Before giving the treatment, the researcher gave a pre-test by using the text and then asked the students to answer all the question without helping by the

researcher or their friends, they answer it by themselves. The aim from the pre-test was to measure students understanding in reading comprehension.

The stages in giving pre-test to the students:

- a. The researcher asked the students to pay attention
- b. The researcher explained about the purposes of the research
- c. The researcher explained the instrument that will be given to the students
- d. The researcher asked the students to do the test.

2. Treatment of Experimental Class and Control Class

After the pre-test was conducted, the researcher taught the students by applying the Collaborative Reading Strategy for four meetings. The Collaborative Reading Strategy was a strategy that combine cooperative learning and Communicative Language Teaching. So, teaching and the learning processes were as follows:

- a. Giving the students motivations
- b. The researcher gave explanations about the learning process.
- c. The researcher explained what activity that they will do in reading subject.
- d. The researcher divided the students into several groups that consist of 5 students each groups.
- e. The researcher gave each group a piece of text that different from other group but it relates one another.
- f. The students were asked to understand their part and then explain to another group what information that they get.

- g. After all of the group presented their materials each group may have a question.
- h. The last the students are asked to answer the question based on the information that they get from all of group.

3. Post-test

After all treatments were done well, the last stage was giving post-test. Post-test was conducted to measure the result of treatments. The item and content of post-test was same as in the pre-test but the difficulties degree is different.

The stages in giving pre-test to the students:

- a. The researcher told the students that there would be a test they will do namely post-test.
- b. The researcher explained about what they have to do in the test.
- c. The students began to do the test individually.

F. *Data Analysis Technique*

The researcher collected the data through pre-test and post-test analyzed with the following formula:

1. Scoring the students' of pre- test and post-test by using this formula score:

$$x = \frac{\text{Students correct answer}}{\text{Number of item in test}} \times 100$$

(Jabo: 2008)

2. Classifying the students' scores using the following scale:

1. Scale	Classification
100 – 81	Good to excellent
80 – 61	Good to adequate
60 – 41	Adequate to fair
40 – 21	Unacceptable-not
20 – 0	College-level work

(Brown, 2004)

3. Finding the value of the average (mean)

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum x$ = The sum of all score

N = The number of students

(Gay, 2006 : 320)

4. Find the sum of squared of deviations

$$SD = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD : Standard Deviation

SS: The sum of square

N : Total number of the subject

ΣX^2 : The sum of all square, each score is squared and all the squares added up

$(\Sigma X)^2$: The square of the sum; all the scores are added up and the sum is square, totals

(Gay, 2006: 321)

5. Find t-count value

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t :test of significance

\bar{x}_1 : Mean score of experimental group

\bar{x}_2 : Mean score of controlled group

SS_1 : Sum square of experimental group

SS_2 : Sum square of controlled group

n_1 : Number of students of experimental group

n_2 : Number of students of controlled group

2 : The number of class involved

1 : Constant number

(Gay, 2006: 346)

6. Testing the Hypothesis

After getting the t-count value then the next step is test the hypothesis by comparing the value of t-test and t-table. Hypothesis testing applicable are:

- a. If the value $t_{\text{count}} > t_{\text{table}}$, then H_1 is received while H_0 is rejected.
- b. If the value of $t < t_{\text{table}}$, then H_1 is rejected while H_0 accepted.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter particularly presents the findings of the research which are presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test both in experimental class and scontrol class.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of pre-test and posttest. The pre-test was given to find out the students' background knowledge on reading before presenting *Collaborative Reading Strategy* and the post-test was given to find out the enhancement of the students' reading comprehension after giving the treatment.

1. The classification of the students' pretest and post test scores in experimental class.

The table 1 and 2 showed the classification of the students' reading comprehension at the eleventh grade students of SMKS Mutiara Ilmu Makassar in pretest and post test scores in experimental class.

Table 4.1: The rate percentage of score experimental class in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Good to excellent	100 – 81	0	0%
2.	Good to adequate	80 – 61	1	5%
3.	Adequate to fair	60 – 41	19	95%
4.	Unacceptable-not	40 – 21	0	0%
5.	College-level work	20 – 0	0	0%
Total			20	100%

Table 1 showed that the rate percentage and frequency of the student's experimental class in the pre-test, no one got College level work, Unacceptable-not and event good to excellent. There were only 1 students who got good to adequate (5%) and 19 students got adequate to fair (95%). It means that, the students' score before given treatment were not too low but they are in the same level, namely adequate to fair.

Table 4.2: The rate percentage of score experimental class in post-test

No.	Classification	Score	Frequency	Percentage
1.	Good to excellent	100 – 81	0	0%
2.	Good to adequate	80 – 61	19	95%
3.	Adequate to fair	60 – 41	1	5%
4.	Unacceptable-not	40 – 21	0	0%
5.	College-level work	20 – 0	0	0%
Total			20	100%

Table 2 showed that the rate percentage and frequency of the student's experimental class in the pre-test, no one got College level work, Unacceptable-not and event good to excellent. There were only 1 students who got adequate to fair (5%) and 19 students got good to adequate (95%). It means that, the using of Collaborative Reading Strategy was effective to improve students' reading comprehension because the students' score were increasing very significant.

2. The classification of the students' pre-test and post-test scores in Controlled class.

The following table (table 3 and 4) showed the classificaion of the students' reading comprehension at the eleventh grade students of SMK Mutiara Ilmu Sudiang in pre-test and post-test scores in controlled class.

Table 4.3: *The rate percentage of score Controlled class in Pre-test*

No.	Classification	Score	Frequency	Precentage
1.	Good to excellent	100 – 81	0	0%
2.	Good to adequate	80 – 61	3	15%
3.	Adequate to fair	60 – 41	12	60%
4.	Unacceptable-not	40 – 21	5	25%
5.	College-level work	20 – 0	0	0%
Total			20	100%

Table 4.4: *The rate percentage of score controlled class in post-test*

No.	Classification	Score	Frequency	Percentage
1.	Good to excellent	100 – 81	0	0%
2.	Good to adequate	80 – 61	8	40%
3.	Adequate to fair	60 – 41	11	55%
4.	Unacceptable-not	40 – 21	1	5%
5.	College-level work	20 – 0	0	0%
Total			20	100%

Table 3 showed that the rate percentage and frequency of the student's Control class in the pre-test, no one got College level work or even Good to Excellent there were 3 students got good to adequate (15%), Unacceptable-not only 5 students (25 %) . There were 12 students who got adequate to fair (60 %). It meant that, the students' scores before giving treatment were not too low or too high but they were very variation.

Table 4 shows that in the post-test there none of the students' (0) % got in good to excellent and college level (0 %). Students who got adequate to fair were 11 (55%), there were 1 student who got unacceptable-not (5%) and students got good to adequate were 8 (40%). It means that, the students score in post-test in control class not enhancement too much than from pre-test.

3. The mean score and standard deviation of Experimental class and controlled class.

After calculating the result of the students score, the mean score and standard deviation of both classes could be presented in the following table:

Table 4.5: *The mean score and standard deviation of experimental class and controlled class in pre-test and post-test*

Class	Mean score		Range	Standard Deviation	
	Pre-test	Post-test		Pre-test	Post-test
Experimental	53.25	71	-17.75	5.44	6.40
Control	50.5	59	-8.5	8.41	9.40

The table 5 showed that, the mean score of experimental class in pre-test was (53.25) and the standard deviation of experimental class was (5.44), and the mean score of controlled class in pre-test (50.5) and its standard deviation was (8.41). While the mean score of experimental class in post-test was (71) and the standard deviation of experimental class was (6.40), the mean score of controlled class was (59) and standard deviation was (9.40). It can be concluded from both of the tests; the experimental class gained the greater mean score than controlled class.

The significance score between experimental score and control class can be known by using the t-test. The result of the t-test can be seen in table 6.

Table 4.6: *Distribution the value test of t-test and t-table in post-test*

Variable	t-test value	t-table value
Post-test	4.71	2.042

The table above showed that t-test value was greater than t-table. The result of the test showed there was significant difference between t-table and t-test ($4.71 > 2.042$), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis showed that there was significant difference between the experimental class which got treatment by using Collaborative Reading Strategy with controlled class who taught by conventional Strategy. The statement was proved by the t-test value (4.71) which was higher than t-table value (2.042), at the level of significance (α) 0.05 and degree of freedom (df) 38.

B. Discussions

Regarding the effect of Collaborative Reading Strategy on students reading comprehension, there were three researchers that have conducted the study, namely:

1. Dicky Tinton Hermawan, students English Education Department faculty of teacher training and education university of nusantara PGRI Kediri "*The Effect of Collaborative Strategic Reading (CSR) To The Eighth Grade Students' Reading Comprehension At Smpn 1 Gampengrejo Kediri In Academic Year 2015/2016*". He states that the CSR is effectiveness on the students reading comprehension, so this technique should be applied in teaching reading especially in reading comprehension so that the students will be more interested in reading and they can understand the material easily. From the researcher, the writer can concluded that CSR technique is very helpful in teaching reading.
2. Anike Rosalina, students of EED of UIN Syarifhidayatullah "*The Influence Of Collaborative Strategic Reading (CSR) Technique on Students' Achievement In Reading Comprehension Of Narrative Text*". She states

that the csr has an influence on students' reading achievement on narrative text also it is very helpful and effective to improve the students' achievement in reading comprehension.

3. Rinisusiani "*The use of csr in teaching reading (an experimental study to the first year student at man model banda aceh*". She states that the students gave positive responses in related to csr instruction, csr procedure and the impact on their reading comprehension.

Collaborative Reading Strategy is strategy that focuses in engaging students to work in small cooperative groups (3-5) and apply four reading strategies: *Preview*, *Click & Clunk*, *Get the Gist* and *Wrap Up*. *Preview* allows students to generate interest and activate background knowledge in order to predict what they will learn. *Click & Clunk* are self-monitoring strategy which controls their understanding about words, concepts and ideas that they understand or do not understand or need to know more about. *Get the Gist*. Students identify the main ideas from reading to confirm their understanding of the information. *Wrap Up* provides students with an opportunity to apply meta cognitive strategies (plan, monitor and evaluate) for further extend comprehension.

The researcher can conclude from above findings and theory that Collaborative Reading Strategy is a suitable strategy applied in the classroom and in the outside of classroom in teaching reading at eleventh grade students of SMKS Mutiara Ilmu Makassar. The result of this research showed that this method have influence on improving students' reading comprehension.

The researcher found that applied *Collaborative Reading Strategy* was effective in improving the students' reading comprehension (see **the table 2 and table 4**). It was indicated by the total pre-test of experimental group that was 1.065 with the mean score 53.25.

In addition, the posttest was 1.420 with mean score was 71.00. Meanwhile, the total of the pre-test and post-test of the controlled group was 1.010 with the mean score was 50.5 and it's the post test was 1.180 with mean score 59.00. The result of the t-test both groups, experimental and controlled group was higher than t-table result ($4.71 \geq 2.042$).

The researcher concluded that the use of *Collaborative Reading Strategy* in teaching reading is effective. It was proved by the result of the data analysis after being with t-table (2.042) with the t-test (4.71).

To sum up, based on the result of this study, which showed the students' scores were higher after the treatment in experimental class using Collaborative Reading Strategy . The use of Collaborative Reading Strategy for teaching reading was surely beneficial to increase students' ability. In summary, the researcher asserted that Collaborative Reading Strategy was important to apply on teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as some suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

A. *Conclusions*

From the discussion in previous chapter, it can be concluded that :

1. The use of *Collaborative Reading Strategy* is more effective than conventional strategy because *Collaborative Reading Strategy* has improved the students reading comprehension. The students reading comprehension before using *Collaborative Reading Strategy* was Adequate to fair (1 or (5%). It was different from the students reading comprehension after using *Collaborative Reading Strategy*.
2. On the data analysis there was significance improvement of the students' post test of experimental class from 20 students, where there were 19 (95%) students got adequate to fair score, there was 1 student got good to adequate (5%) and in the post test , they showed the significance improvement namely, 1 (5%) student got adequate to fair and good to adequate score, there were 19 students (95%) .

Over all, It can be concluded that the main score of the students increase from the **Adequate to Fair** (53.25) become **Good to Adequate** (71.00). The test value was 4.71 and the table was 2.042, it means that H_1 was accepted explaining that Collaborative Reading Strategy is effective for developing students' reading

comprehension at the eleventh grade students of *SMKS Mutiara Ilmu Makassar* and the null hypothesis (H_0) was rejected.

B. Suggestions

Considering of the conclusion above, the researcher puts forward some suggestions as follows:

1. For the Teacher or Lecturer

In teaching/learning activity, especially in reading, the teacher or lecturer could give the materials using *Collaborative Reading Strategy*, in making it effective and efficient. Using this strategy is possible to make students enjoy the learning process.

2. For the Next Researcher

For the future researchers who need to conduct similar research, the researcher suggests you to trial this strategy in different level. For instance, at elementary school students or junior high school students.

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APPENDICES





**YAYASAN MUTIARA ILMU HIKMAH (YMIH) MAKASSAR
SEKOLAH MENENGAH KEJURUAN**

SMK MUTIARA ILMU MAKASSAR *Terakreditasi A

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SURAT KETERANGAN PENELITIAN
NOMOR: 501/SMK-MUVIII/2018

Yang bertanda tangan di bawah ini, kepala SMA MUTIARA ILMU MAKASSAR menerangkan bahwa :

Nama : **TUT WURI HANDAYANI**
NIM : **2040013140731**
Jurusan : **Pendidikan Bahasa Inggris**
Fakultas : **Tarbiyah dan Keguruan UIN Alauddin Makassar**

Benar yang bersangkutan telah melakukan penelitian di SMA MUTIARA ILMU MAKASSAR dengan judul:

"THE USE OF COLLABORATIVE READING STRATEGY IN TEACHING READING AT ELEVENTH GRADE OF SMK MUTIARA ILMU SUDIANG"

Penelitian dilakukan sejak 9 Mei s/d 9 Juni 2018. Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

UNIVERSITAS

ALAUDDIN
MAKASSAR



Makassar, 28 Agustus 2018

Kepala Sekolah,

Dr. H. Alimul Umar, S.E., M.Si

APPENDIX II

INSTRUMENT

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

My “PUS PUS” Angora Cat

Pus – pus is my beautiful gray Angora cat. It walks with confidently, performing a dance as if he were a ballet dancer. His pride, however, does not appear in its body, because he spends most of his time at home watching television and growing fat.

It likes watching movie. Almost every day my cat watches television after the feed. Sometimes he eats and watches television in the same time.

Pus – pus is as finicky to the visitors. It sometimes begs to be petted, or it imitates a skunk and stains your favorite trousers. Pus – pus does not do this to establish his territory, but to attract my attention since he is jealous of my friends.

After my guests have gone home, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I should forgive him for his obnoxious, but endearing, habits.

Borobudur Temple

Borobudur temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserved its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is the biggest temple in the world.

After going into some restorations, Borobudur is visited by more and more tourists, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, while foreign tourists like to join travel bureau because they don't need to think of the transportation, accommodation, and itinerary. There are some money changers around the location. It makes them easier to change their money. But some of them like to bring credit cards and checks.

Rowan Atkinson

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies *Blackadder*, *the Thin Blue Line* and *Mr. Bean*. He has been listed in the *Observer* as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as *Mr. Bean*.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

Yogyakarta

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

PRE-TEST

Name :

NIS :

Class : XI

Question number 1 – 20 , based on the text bellow, answer the questions by choosing answer A,B,C or D for each question.

April Fools' Day

April Fools' Day or *April Mop* is celebrated on April 1 some countries, such as France, UK, USA, South Africa, Korea, Japan, and Canada. It is the day when you allowed to lie and make a joke on your friends, family members, enemies, or neighbors. One of the aims is to have fun.

One version of its historical background is that April Fools' Day was celebrated at first in France in 1582. It happened as the result of the contradiction of the calendar change. Pope Gregory XIII changed the calendar by adding 2 month to a year. It became 12 month just like we have now instead of 10 month. Those who disagreed still wanted to celebrate New Years from March 25 until April 1 just like what they had been doing all the previous years. Those who agreed with the change made fool of those who disagreed by sending them an invitation to celebrate April 1 as the New Year. In fact, there was no such invitation. **They** were being fooled.


1. The word "they" in the last sentence of the paragraph above refers to . . .
 - A. April Fools Day
 - B. Pope Gregory XIII
 - C. People who agreed with the calendar change
 - D. People who disagreed with the calendar change

2. Which one of the following statements is NOT TRUE based on the above text?
- A. On April 1, you are not forbidden to make jokes on your friends.
 - B. One of the versions said it was started in France in 1582.
 - C. Another name of April Fools' Day is *April Mop*.
 - D. Making a fool of your friends is good behavior.

Languages' Grammar Difference

I am Javanese, and my native language is Javanese. However, just like most Indonesian, I am a bilingual person. I am able to communicate both in Javanese and Indonesian. When I was in Junior High School, I started to learn Arabic and English. My school even had a regulation for its student to use Arabic as the language of communication in the school environment. That was the time I realized that I was already a multilingual person. Now, in college I'm learning Korean.

Gradually I realized that Indonesian is the easiest language from all the languages I have learned. When we want to make a past sentence for example, we don't need the verb. The only thing we need is to add an adverb that shows the time the action happens. The sentence "saya pergi ke perpustakaan kemarin," for example, if we eliminate the word "kemarin," we wouldn't consider it as past tense. In English, it would be "I went to the library yesterday." When we eliminate the word "yesterday," the sentence still shows that the action happened in the past. The same thing happens in Korean and. "Adhabu" means "saya pergi" (present), while "dhabtu" also has the same meaning but is the past form. Korean is the most complicated one. It is not only about the past form but also the politeness form. In Korea, it is impolite for someone who's younger to talk in an informal way to someone who's older. "Kayo" means "I go" for present and the informal form, "kammida" is for the present and formal forms, "kaseo" is for the present and informal forms, while "kasseumnida" is for the present and formal forms. In Javanese, there isn't any past form either, but it also has a politeness form.

- 
3. What is the easiest language according to the writer?
- A. Indonesian.
 - B. Javanese.
 - C. Arabic.
 - D. Korean.
4. English is . . . than Korean.
- A. Less complicated
 - B. More complicated
 - C. As complicated as
 - D. The most complicated
5. Languages that do not have a past form are . . .
- A. Indonesian and Arabic
 - B. Indonesian and Javanese
 - C. Korean and Indonesian
 - D. English and Arabic
6. Which languages really appreciate seniority?
- A. Arabic and Indonesian
 - B. English and Arabic
 - C. Javanese and Korean
 - D. Javanese and Indonesian
7. What is the native language of the writer?
- A. Korean.
 - B. Arabic.
 - C. Indonesian.
 - D. Javanese.

Read the following text and answer the questions.

An elephant is the largest and strongest of all land animals. It is a strange looking animal with thick legs, huge sides and back, large hanging ears, a small tail, small eyes, long white tusks, and above all it has a long nose called the trunk.

The trunk is an elephant's **peculiar** feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as a long arm and hand. An elephant also looks very clumsy and heavy and yet it can move very quickly.

An elephant is a very intelligent animal. Its intelligence combined with its great strength makes it very useful to man and it can be trained to do many things such as carry heavy loads, hunt for tigers, and even fight.

8. The third paragraph is mainly about the fact that . . .
 - A. Elephants are strong
 - B. Elephants can lift logs
 - C. Elephants are helpful animals
 - D. Elephants are intelligent
9. Which of the following is not part of how an elephant is described in the first paragraph?
 - A. It looks strange
 - B. It's strong
 - C. It's wild
 - D. It has a trunk
10. It is stated in the text that the elephant uses its trunk to do the following, *except* . . .
 - A. To eat
 - B. To push
 - C. To drink
 - D. To carry things

11. “The trunk is an elephant’s peculiar feature . . .”

The underline word is closest in meaning to . . .

- A. Large
- B. Strange
- C. Tough
- D. Smooth

12. How does the elephant draw up water?

- A. By its trunk
- B. By its legs
- C. By its tail
- D. By its nose.

Read the text below

The Andromedia Galaxy, Messier 31 or M31, is our closest spiral galaxy. The Andromedia Galaxy and the Milky Way are predicted to merge within the next 5 billion years. One unexpected possibility of the merger between the galaxies is that our Sun could switch to another galaxy and become bound to M31. It is an unlikely event, but whatever happens the galaxies are predicted to have their first close encounter within the next few billion years.

Andromedia is about 2.5 million light years away, but the gap between M31 and the Milky Way is closing at 500.000 km/hour. Calculating the mass of the Andromedia Galaxy has. The M31 may be less massive than our own galaxy, despite the fact that it contains more stars than our galaxy and has a larger size.

Source : <http://sciencelay.com/astromony/great-facts-about-the-andromeda-galaxy/>

13. What is mainly discussed in the first paragraph ?
- A. The milky way.
 - B. The possibility of a merger between the Milky Way and the Sun.
 - C. The possibility of a merger between the Milky Way and the earth.
 - D. The possibility of a merger between the Milky Way and the Andromeda Galaxy.
14. Why is it hard for astronomers to know the exact mass of Andromeda Galaxy ?
- A. Because it is too far from the Earth.
 - B. Because there is no formula to calculate it.
 - C. Because the dark area of the galaxy still cannot be predicted.
 - D. Because the galaxy looks so dark from the earth.
15. What is the event that is predicted to possibly happen within the next few billion years ?
- A. The milky way will become larger
 - B. The andromeda Galaxy will become larger
 - C. The milky way and the andromeda galaxy will merge.
 - D. Both galaxies will disappear.

Formerly, each European Country has terms of the basic unit of money. In Italy, for example, the basic unit is lira, France uses the franc, the Netherlands uses the guilders (golden) portugal uses the escudo, spain uses the Peseta and Germany has Deutchmark. Therefore, if people want to travel to another country, they need to exchange their money. Nowadays, it is much simpler to do some transaction in European countries. It is because there is Eur currency, which has become the official currency of the Eurozone.

16. What is the basic currency of the Netherlands ?
- A. Peseta
 - B. Guilder
 - C. Franc
 - D. Escudo
17. What is the currency used in most European countries now ?
- A. Lira
 - B. Deutcmark
 - C. Eoro
 - D. Poundsterling
18. “..... they need to exchange their money”
The underlined word refers to...
- A. Italt, French, Netherland, Germany
 - B. Some European countries
 - C. The official European currency.
 - D. People who travel to European countries.

The word “menu” ,like much of the terminology of cuisine, is French Origin. It ultimately derives from Latin “minutus”, something made small; in french it came to be applied to a detailed list or resume of any kind. The original menus that offered consumers choices were prepared on a small chalkboard, in French a arte: so foods chosen from a bill of fare are described as “ a la carte” according to the board”.

19. What is the most suitable title for the paragraph?
- A. Restaurant
 - B. Menu
 - C. Chinese food
 - D. Cuisine.

20. What does “menu” mean ?

- A. French origin
- B. Something made small
- C. Different kinds of list
- D. Small chalkboard



TREATMENT I

Group :

Names:

- 1.
- 2.
- 3.
- 4.
- 5.

Questions:

1. Find out the main idea in the text / paragraph.
2. Find out the fact/opini in the text/paragraph.
3. Find out the easy and the difficult words in the text / paragraph.
4. Make a conclusion.

Answer:



TREATMENT II

Name :

Nis :

Class :

a. Previewing

Title:

1. What do you know about that title?

Answer :

2. What do you approximately learn?

Answer :

b. Clicks (kata-kata mudah) and Clunks (kata-kata sulit) :

Clicks:

- 1.
- 2.
- 3.
- 4.
- 5.

Clunks:

- 1.



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AR-**RA**NIRY

M A K A S S A R

- 2.
- 3.
- 4.
- 5.

- c. Get the gist
Make a short conclusion

Answer:

- d. Wrap up
What is important thing in the text?

Answer:



POST-TEST

Name :

NIS :

Class : XI

Question number 1 – 20, based on the text bellow, answer the questions by choosing answer A,B,C, or D for each question.

Paper is a thin material mainly used for writing upon, printing upon, drawing or for packaging. It is produced by pressing together moist fibers, typically cellulose pulp derived from wood, rags or grasses, and drying them into flexible sheets.

Paper is a versatile material with many uses. Whilst the most common is for writing and printing upon, it is also widely used as a packaging material, in many cleaning products, and even as a food ingredient – particularly in Asian cultures.

Source: Wikipedia
(www.wikipedia.org)

1. How is paper produced ?
 - A. By pressing moist fibers together.
 - B. By deriving it from wood, rags or grasses.
 - C. By pressing wood , rags and grasses together.
 - D. By drying wood, rags ad grasses together into flexible sheets.
2. Which typical moist fibers are used to produce paper ?
 - A. Thin materials.
 - B. Cellulose pulp.
 - C. Flexible sheets.
 - D. Versatile materials.
3. What do most countries use paper for ?
 - A. Writing and printing upon.
 - B. A number of industries use paper.
 - C. Used with other versatile materials.
 - D. Asian Cultures commonly use paper as food.

A clock is an instrument used to indicate, keep, and coordinate time. The word clock is derived ultimately from the Celtic words *clagan* and *claca* meaning “bell”. A silent instrument missing such mechanism has traditionally been known as a time piece. In general usage today, a “clock” refers to any device for measuring and displaying the time. Watches and other timepieces that can be carried on one’s person are often distinguished from clocks.

The clock is one of the oldest human inventions, meeting the need to consistently measure intervals of time shorter than the natural units : the day; the lunar month; and the year. Devices operating on several different physical processes have been used over the millennia, culminating in the clocks of today.

Source : (

www.en.wikipedia.org)

4. What is the main idea of the first paragraph ?
 - A. Different ways to say “clock”.
 - B. Definition of clock.
 - C. Old human inventions.
 - D. Different ways to operate a clock.
5. What is the second paragraph about ?
 - A. History of clocks.
 - B. Production of clocks.
 - C. Units of measurement.
 - D. Different devices
6. The following statements are true according to the passage, *except*
 - A. A clock is used to indicate time.
 - B. Clock means bell.
 - C. Watches are often considered different from clocks.
 - D. Clock is a relatively new invention.
7. What are clocks most generally used for today ?
 - A. To be worn.
 - B. To display numbers
 - C. To measure intervals of time.
 - D. To measure natural units.

Canada is a North American country consisting of ten provinces and three territories. Located in the northern part of the continent, it extends from the Atlantic Ocean in the east to the Pacific Ocean in the west and northward into the Arctic Ocean. It is the world's second largest country by total area. Canada's common border with the United States to the south and northwest is the longest in the world. The population density, 3,3 inhabitants per square kilometer (8,5/sq mi), is among the lowest in the world.

8. Where does Canada rank in terms of total area ?
 - A. It is the second largest in the world.
 - B. It is the second largest in North America
 - C. It has ten provinces and three territories.
 - D. It controls ten provinces and three territories in North America.
9. How is Canada's population density like compared to the world's ?
 - A. It is the lowest.
 - B. It is 3,3 % lower.
 - C. It is among the lowest.
 - D. Is lower than any other countries.

Traffic signs or road signs are signs erected at the side of roads to provide information to road users. With traffic volumes increasing over the last eight decades, many countries have adopted pictorial signs or otherwise simplified and standardized their signs to facilitate international travel where language differences would create barriers, and in general to help enhance traffic safety. Such pictorial signs use symbols (often silhouettes) in place of words and are usually based on international protocols. Such signs were first developed in Europe, and have been adopted by most countries to varying degrees.

The first modern road signs erected on a wide scale were designed for riders of high or "ordinary" bicycles in the late 1870s and early 1880s. These machines were fast silent and their nature made them difficult to control, moreover their riders, cycling organizations began to erect signs that warned of potential hazards ahead (particularly steep hills), rather than merely giving distance or directions to places, thereby contributing the sign type that defines "modern traffic signs.

10. What is the use of traffic signs ?
- A. To be erected at the side of the roads.
 - B. To provide information to road users.
 - C. To create barriers for travelers.
 - D. To help enhance traffic volume.
11. What do many countries do to facilitate international travel ?
- A. They adopt pictorial signs.
 - B. They simplify their language.
 - C. They eliminate language difference.
 - D. They add symbols and words.
12. What vehicle were the first modern road signs erected for ?
- A. Wide vehicles.
 - B. Bicycles.
 - C. Difficult machines
 - D. Cars.
13. What do modern traffic signs provide ?
- A. Silhouttes.
 - B. Distance only.
 - C. Directions to place only.
 - D. Potential hazards ahead.

A keyboard is one of the most common input devices used with computers. It allows the user to key in programs and data to control the computer system. The alphabetic and numeric keys are arranged in the same order as a typewriter. This layout is known as QWERTY because these are the first six letter on the top of the keyboard.

Letters, numbers, symbols and blank spaces are known as characters. Computer keyboards have all the characters found on typewriters. In addition, they have some extra characters and some keys that do not produce characters but have special uses.

Adapted from Ujian Nasional

2006

14. What does the most suitable title for the text ?
- A. Typewriters.
 - B. Qwerty keyboards.

- C. Computer keyboards.
 - D. Characteristics of keyboards.
15. The layout of alphabetic keys of keyboard is called....
- A. Letters
 - B. Numbers
 - C. Symbols
 - D. QWERTY
16. What does QWERTY refer to ?
- A. The computer keyboard
 - B. The arrangement of the numeric keys.
 - C. The first six letters on the top left of the keyboards.
 - D. Letters, numbers, symbols and blank spaces on the keyboard.
17. “ it “ allows the user....”
- What does the word “it” refer to ?
- A. A computer.
 - B. A keyboard.
 - C. A device.
 - D. A program.

Dakota Fanning: A Brilliant Young Talent

Dakota Fanning was born on February 23, 1994 in Georgia, United States. Her father was a baseball player, and her mother was a tennis player. Unlike her parents, Dakota never dreamed of being an athlete. Instead, she decided to be an actress at a very young age.

In 2001, she starred in a movie called *I am Sam*. She portrayed Lucy Diamonds Dawson, whose father was mentally retarded. At the age of eight, she won a Screen Actor Guild Award and was the youngest person to ever win that award. After that, Dakota starred in other movies such as *uptown girl*, *the cat in the hat*, *war of the world* and *hide and seek*. Her movies have varied from drama, comedy, action, to horror. Almost all of them have received good responses from the audience.

Now, Dakota has grown into a 16-year-old teenager. Her upcoming movie is *The Runaways*. In the movie, she plays a singer of an all girl band. She is also now a high

school student. She loves to hang out with her friends and her younger sister, Elle. She lives her life as normal as other adolescent.

18. Dakota fanning is.....
- A. A young actress
 - B. A famous athlete
 - C. A singer of a band
 - D. A movie producer
19. The word “ them” in the second paragraph refers to....
- A. Dakota’s friends
 - B. Movies
 - C. Awards
 - D. Dakota’s parents
20. The word “ adolescent “ in the last line means....
- A. Teenagers
 - B. Adult
 - C. Children
 - D. Girl



Name : Muh. Adriansyah
 Nis : 162-076
 Class : XI Rpl 2

Rowan Atkinson

a. Previewing
 Title :

1. What do you know about that title ?

Answer : Rowan ~~ate~~ atkinson is an english comedian, actor and writer.

2. What do you approximately learn ?

Answer :
 • He has really funny face with unique smile.
 • He has a pointed nose, big black eyes and thick eyebrows.

b. Clicks (kata-kata mudah) and Clunks (kata-kata sulit) :

Clicks :

1. Cars
2. Comedian
3. writer
4. actor
5. nose

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Clunks :

1. complexion
2. expensive
- 3.
- 4.
- 5.

Group : 7

Names :

- | | |
|------------------------------|----------------|
| 1. Klam Pahitangan | (MEMBER) |
| 2. AENOL (MEMBER) | (LEADER) |
| 3. Muhammad Aslam | (CLICK EXPERT) |
| 4. AL-MU Fajrin | (CLICK EXPERT) |
| 5. Muhammad | (CLICK EXPERT) |

Questions :

1. Find out the main idea in the text / paragraph.
2. Find out the fact/opini in the text / paragraph.
3. Find out the easy and the difficult words in the text / paragraph.
4. Make a conclusion

Answer

- 1 - paragraph 1 : I live in a small house.
- paragraph 2 : When the door is open, I can see the living room.
- paragraph 3 : My bedroom is in the left side of the living room.
- paragraph 4 : ~~It~~ It is very pleasure when my mother cooks, the smell fills my whole house.

2. Fact

1. Small house

2. I can see the living room

3. My bedroom is in the left side of the living room.

4. In the kitchen I have everything I need when I get hungry.

Opini

1. NO

2. I prefer NO

3. NO

4. NO

3. Easy words

1. Indeed Small

2. Living Open

3. so on left

4. right

Difficult words

1. Indeed

2. Living

3. so on

4. Smell fills.

5. Washing.

4. I know my house is a very small house, but it is the best. best.

Group : ~~Barekati Bersatu~~ (Kelompok 5)
Names :

1. Fiskal Audeluyanto (Leader)
2. A. Rizal Fajar M (click expert)
3. Rahma Widiyanti (clunk expert)
4. Muhammad Rizal (Member)
- 5.

Questions :

1. Find out the main idea in the text / paragraph.
2. Find out the fact/opini in the text/paragraph.
3. Find out the easy and the difficult words in the text / paragraph
4. Make a conclusion.

Answer :

1) - Paragraph I : ~~Petruc~~ Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

- Paragraph II : In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave.

2) Fact I -> The Petruk cave is located in the Dukuh Mandayana Candirengga Village, Ayah District, Kebumen ~~Regen~~ Regency.

-> ~~Petruc~~ Petruk's nose is long.

Opinion I = 404 Opinion Not Found.

Fact II : -> In the cave there are 3 floors.

Opinion II :- Hindu cave is part of the cave that is usual used to put offerings to the ancestor.

- The base

3) Easy words

- tourist
- located
- no lighting
- natural
- short.

difficult words

- illuminates
- leading
- puppet
- ancestor
- stalacties ~~and stelar~~
- stalagmites.

c. get the gist

make a short conclusion

answer :

Ronan Atkinson was born in Cussett, County Durham on ~~15th~~ 6th January 1955. He has two elder brothers. Atkinson married Sumatra Sastri in 1990. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

d. wrap up

what is important thing in the text ?

answer :

He has been listed in the Observer as one of the 50 Funnies.

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MAKASSAR

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W

APPENDIX III

ATTENDANCE LIST

ATTENDANCE LIST OF EXPERIMENTAL CLASS

No.	Name	Sex	Number of Meetings					
			1	2	3	4	5	6
1	Khusnul Hatima	F	✓	✓	✓	✓	✓	✓
2	Muh. Safar	M	✓	✓	✓	✓	✓	✓
3	Muh. Taufik H	M	✓	✓	✓	✓	✓	✓
4	Nur Annisa	F	✓	✓	✓	✓	✓	✓
5	Muh. Rizal	M	✓	✓	✓	✓	✓	✓
6	Muh. Syahrul	M	✓	✓	✓	✓	✓	✓
7	Muh. Aslam R	M	✓	✓	✓	✓	✓	✓
8	Muh. Ikram J	M	✓	✓	✓	✓	✓	✓
9	Putri Rif'ah H	F	✓	✓	✓	✓	✓	✓
10	Haldianti Usman	F	✓	✓	✓	✓	✓	✓
11	Ahmat Fauzi	M	✓	✓	✓	✓	✓	✓
12	Rion Malardi J	M	✓	✓	✓	✓	✓	✓
13	Andi.Rifal fajar	M	✓	✓	✓	✓	✓	✓
14	Nurfadila S.	F	✓	✓	✓	✓	✓	✓
15	Mawardi	M	✓	✓	✓	✓	✓	✓
16	Elfrida Olo Mau	F	✓	✓	✓	✓	✓	✓
17	Nur Fitri Anisya	F	✓	✓	✓	✓	✓	✓
18	Zaim Aqil N	M	✓	✓	✓	✓	✓	✓
19	Nuzul Fajrin	M	✓	✓	✓	✓	✓	✓
20	Aenol	M	✓	✓	✓	✓	✓	✓

ATTENDANCE LIST OF CONTROLLED CLASS

No.	Name	Sex	Number of Meetings					
			1	2	3	4	5	6
1	Lulud A.	F	✓	✓	✓	✓	✓	✓
2	Andi Ismiah	F	✓	✓	✓	✓	✓	✓
3	Andi	M	✓	✓	✓	✓	✓	✓
4	Muh. Farhan	M	✓	✓	✓	✓	✓	✓
5	Rahma W.	M	✓	✓	✓	✓	✓	✓
6	Windi W.	M	✓	✓	✓	✓	✓	✓
7	Muh. Ardi	F	✓	✓	✓	✓	✓	✓
8	Nurfajrina U	M	✓	✓	✓	✓	✓	✓
9	Andi Diah A	M	✓	✓	✓	✓	✓	✓
10	Widya Guna	F	✓	✓	✓	✓	✓	✓
11	Indah Sari T	F	✓	✓	✓	✓	✓	✓
12	Fira Ayunita	F	✓	✓	✓	✓	✓	✓
13	Muh. Guntur	M	✓	✓	✓	✓	✓	✓
14	Fiskal A.	M	✓	✓	✓	✓	✓	✓
15	Fadia Fadilah	F	✓	✓	✓	✓	✓	✓
16	Anjalika	F	✓	✓	✓	✓	✓	✓
17	Lara P	F	✓	✓	✓	✓	✓	✓
18	Al-Mufajrin	M	✓	✓	✓	✓	✓	✓
19	Nur Fauziah	F	✓	✓	✓	✓	✓	✓
20	Muhammad Azzam	M	✓	✓	✓	✓	✓	✓

APPENDIX IV

THE ROW SCORE OF THE STUDENTS' TEST

The Row Score of the Students' Post-Test in Experimental Class

Number of students	Students' Name	Number of items	Number of Correct answer	Score	Classification
1	Khusnul Hatima	20	16	80	Good to Adequate
2	Muh. Safar	20	15	75	Good to Adequate
3	Muh. Taufik H	20	14	70	Good to Adequate
4	Nur Annisa	20	13	65	Good to Adequate
5	Muh. Rizal	20	16	80	Good to Adequate
6	Muh. Syahrul	20	14	70	Good to Adequate
7	Muh. Aslam R	20	14	70	Good to Adequate
8	Muh. Ikram J	20	15	75	Good to Adequate
9	Putri Rif'ah H	20	13	65	Good to Adequate
10	Haldianti Usman	20	16	80	Good to Adequate
11	Ahmat Fauzi	20	14	70	Good to Adequate
12	Rion Malardi J	20	13	65	Good to Adequate
13	Andi.Rifal fajar	20	13	65	Good to Adequate
14	Nurfadila S.	20	14	70	Good to Adequate
15	Mawardi	20	16	80	Good to Adequate
16	Elfrida Olo Mau	20	16	80	Good to Adequate
17	Nur Fitri Anisya	20	13	65	Good to Adequate
18	Zaim Aqil N	20	14	70	Good to Adequate
19	Nuzul Fajrin	20	12	60	Adequate to Fair
20	Aenol	20	13	65	Good to Adequate
Total			284	1.420	

The Row Score of the Students' Post-Test in Controlled Class

Number of students	Students' Name	Number of items	Number of Correct answer	Score	Classification
1	Lulud A.	20	12	60	Adequate to fair
2	Andi Ismiah	20	8	40	Unacceptable-not
3	Andi	20	11	55	Adequate to Fair
4	Muh. Farhan	20	11	55	Adequate to Fair
5	Rahma W.	20	15	75	Good to adequate
6	Windi W.	20	9	45	Adequate to Fair
7	Muh. Ardih	20	13	65	Good to Adequate
8	Nurfajrina U	20	12	60	Adequate to fair
9	Andi Diah A	20	13	65	Good to adequate
10	Widya Guna	20	14	70	Good to adequate
11	Indah Sari T	20	13	65	Good to adequate
12	Fira Ayunita	20	9	45	Adequate to fair
13	Muh. Guntur	20	14	70	Good to adequate
14	Fiskal A.	20	9	45	Adequate to fair
15	Fadia Fadilah	20	13	65	Good to adequate
16	Anjalika	20	12	60	Adequate to fair
17	Lara P	20	13	65	Good to adequate
18	Al-Mufajrin	20	12	60	Adequate to Fair
19	Nur Fauziah	20	12	60	Adequate to Fair
20	Muhammad Azzam	20	11	55	Adequate to Fair
Total			236	1180	

The Row Score of the Students' Pre-Test in Experimental Class

Number of students	Students' Name	Number of items	Number of Correct answer	Score	Classification
1	Khusnul Hatima	20	12	60	Adequate to Fair
2	Muh. Safar	20	10	50	Adequate to Fair
3	Muh. Taufik H	20	10	50	Adequate to Fair
4	Nur Annisa	20	9	45	Adequate to Fair
5	Muh. Rizal	20	10	50	Adequate to Fair
6	Muh. Syahrul	20	9	45	Adequate to Fair
7	Muh. Aslam R	20	12	60	Adequate to Fair
8	Muh. Ikram J	20	11	55	Adequate to Fair
9	Putri Rif'ah H	20	10	50	Adequate to Fair
10	Haldianti Usman	20	12	60	Adequate to Fair
11	Ahmat Fauzi	20	11	55	Adequate to Fair
12	Rion Malardi J	20	10	50	Adequate to Fair
13	Andi.Rifal fajar	20	10	50	Adequate to Fair
14	Nurfadila S.	20	9	45	Adequate to Fair
15	Mawardi	20	12	60	Adequate to Fair
16	Elfrida Olo Mau	20	12	60	Good to adequate
17	Nur Fitri Anisya	20	11	55	Adequate to Fair
18	Zaim Aqil N	20	12	60	Adequate to Fair
19	Nuzul Fajrin	20	10	50	Adequate to Fair
20	Aenol	20	11	55	Adequate to Fair
Total			213	1065	

The Row Score of the Students' Pre-Test in Controlled Class

Number of students	Students' Name	Number of items	Number of Correct answer	Score	Classification
1	Lulud A.	20	13	65	Good to Adequate
2	Andi Ismiah	20	10	50	Adequate to fair
3	Andi	20	9	45	Unacceptable-not
4	Muh. Farhan	20	10	50	Adequate to fair
5	Rahma W.	20	11	55	Adequate to fair
6	Windi W.	20	10	50	Adequate to Fair
7	Muh. Ardih	20	8	40	Unacceptable-not
8	Nurfajrina U	20	13	65	Good to Adequate
9	Andi Diah A	20	9	45	Adequate to Fair
10	Widya Guna	20	12	60	Adequate to fair
11	Indah Sari T	20	10	50	Adequate to Fair
12	Fira Ayunita	20	11	55	Adequate to fair
13	Muh. Guntur	20	8	40	Unacceptable-not
14	Fiskal A.	20	9	45	Adequate to Fair
15	Fadia Fadilah	20	11	55	Adequate to fair
16	Anjalika	20	8	40	Unacceptable-not
17	Lara P	20	9	45	Adequate to fair
18	Al-Mufajrin	20	13	65	Good to Adequate
19	Nur Fauziah	20	10	50	Adequate to fair
20	Muhammad Azzam	20	8	40	Unacceptable-not
Total			202	1010	

APPENDIX V

THE ROW SCORE OF THE STUDENTS' TEST

The Row Score of the Students' Pre Test and Post Test in Experimental Class

No.	Students' Name	Pre-Test		Post-Test	
		Score (X) ₁	X ₁ ²	Score (X) ₁	X ₁ ²
1	Khusnul Hatima	60	3600	80	6400
2	Muh. Safar	50	2500	75	5625
3	Muh. Taufik H	50	2500	70	4900
4	Nur Annisa	45	2025	65	4225
5	Muh. Rizal	50	2500	80	6400
6	Muh. Syahrul	45	2025	70	4900
7	Muh. Aslam R	60	3600	70	4900
8	Muh. Ikram J	55	3025	75	5625
9	Putri Rif'ah H	50	2500	65	4225
10	Haldianti Usman	60	3600	80	6400
11	Ahmat Fauzi	55	3025	70	4900
12	Rion Malardi J	50	2500	65	4225
13	Andi.Rifal fajar	50	2500	65	4225
14	Nurfadila S.	45	2025	70	4900
15	Mawardi	60	3600	80	6400
16	Elfrida Olo Mau	60	3600	80	6400
17	Nur Fitri Anisya	55	3025	65	4225
18	Zaim Aqil N	60	3600	70	4900
19	Nuzul Fajrin	50	2500	60	3600
20	Aenol	55	3025	65	4225
Total		1.065	57.275	1.420	101.600

The Row Score of the Students' Pre Test and Post Test in Controlled Class

No.	Students' Name	Pre-Test		Post-Test	
		Score (X) ₁	X ₁ ²	Score (X) ₁	X ₁ ²
1	Lulud A.	65	4225	60	3600
2	Andi Ismiah	50	2500	40	1600
3	Andi	45	2025	55	3025
4	Muh. Farhan	50	2500	55	3025
5	Rahma W.	55	3025	75	5625
6	Windi W.	50	2500	45	2025
7	Muh. Ardih	40	1600	65	4225
8	Nurfajrina U	65	4225	60	3600
9	Andi Diah A	45	2025	65	4225
10	Widya Guna	60	3600	70	4900
11	Indah Sari T	50	2500	65	4225
12	Fira Ayunita	55	3025	45	2025
13	Muh. Guntur	40	1600	70	4900
14	Fiskal A.	45	2025	45	2025
15	Fadia Fadilah	55	3025	65	4225
16	Anjalika	40	1600	60	3600
17	Lara P	45	2025	65	4225
18	Al-Mufajrin	65	4225	60	3600
19	Nur fauziah	50	2500	60	3600
20	Muhammad azzam	40	1600	55	3025
Total		1010	52350	1180	71300

APPENDIX VI

THE MEAN SCORE OF EXPERIMENTAL AND CONTROLLED CLASS

A. *Experimental class*

1. Pre-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1065}{20}$$

$$\bar{x} = 53.25$$

2. Post-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1420}{20}$$

$$\bar{x} = 71$$



B. *Controlled Class*

1. Pre-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1010}{20}$$

$$\bar{x} = 50.5$$

2. Post-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.180}{20}$$

$$\bar{x} = 59$$



APPENDIX VII
STANDARD DEVIATION OF EXPERIMENTAL AND CONTROLLED
CLASS

A. *Experimental Class*

1. Pre-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where :

$$SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n}$$

$$SS_1 = 57.275 - \frac{(1.065)^2}{20}$$

$$SS_1 = 57.275 - \frac{1.134.225}{20}$$

$$SS_1 = 57.275 - 56.711,25$$

$$SS_1 = 563,75$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{563,75}{20-1}}$$

$$SD = \sqrt{\frac{563,75}{19}}$$

$$SD = \sqrt{29,671}$$

$$SD = 5,44$$

2. Post-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

Where :

$$SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n}$$

$$SS_2 = 101.600 - \frac{(1.420)^2}{20}$$

$$SS_2 = 101.600 - \frac{2.016.400}{20}$$

$$SS_2 = 101.600 - 100.820$$

$$SS_2 = 780$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{780}{20-1}}$$

$$SD = \sqrt{\frac{780}{19}}$$

$$SD = \sqrt{41,052}$$

$$SD = 6,40$$

B. *Controlled Class*

1. Pre-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

Where :

$$SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n}$$

$$SS_1 = 52.350 - \frac{(1.010)^2}{20}$$

$$SS_1 = 52.350 - \frac{1.020.100}{20}$$

$$SS_1 = 52.350 - 51.005$$

$$SS_1 = 1.345$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$SD = \sqrt{\frac{1.345}{20-1}}$$

$$SD = \sqrt{\frac{1.345}{19}}$$

$$SD = \sqrt{70,789}$$

$$SD = 8,41$$

2. Post-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

Where :

$$SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n}$$

$$SS_2 = 71.300 - \frac{(1.180)^2}{20}$$

$$SS_2 = 71.300 - \frac{1.392.400}{20}$$

$$SS_2 = 71.300 - 69.620$$

$$SS_2 = 1.680$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$SD = \sqrt{\frac{1.680}{20-1}}$$

$$SD = \sqrt{\frac{1.680}{19}}$$

$$SD = \sqrt{88,421}$$

$$SD = 9,40$$

APPENDIX VIII

T-TEST AND T-TABLE

The Significance Different

$$x_1 = 71$$

$$SS_1 = 780$$

$$x_2 = 59$$

$$SS_2 = 1.680$$

1. t-Test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{71 - 59}{\sqrt{\left(\frac{780 + 1.680}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{12}{\sqrt{\left(\frac{2.460}{38}\right)(0,1)}}$$

$$= \frac{12}{\sqrt{(64,73)(0,1)}}$$

$$= \frac{12}{\sqrt{(6,473)}}$$

$$= \frac{12}{2,544}$$

$$t_{\text{Hitung}} = 4,71$$

2. t- Table

For level of significance (D) = 0.05

Degree of freedom (df) = $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$

t – Table = 2.042



APPENDIX IX

THE DISTRIBUTION OF T-TABLE

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	12,924
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,756	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,819

21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
50	1,676	2,009	2,678	3,496
60	1,671	2,000	2,660	3,460
80	1,664	1,990	2,639	3,416

APPENDIX X

DOCUMENTATION





UNIVERSITAS ISLAM NEGERI
ALAUDDIN
MAKASSAR







CURRICULUM VITAE

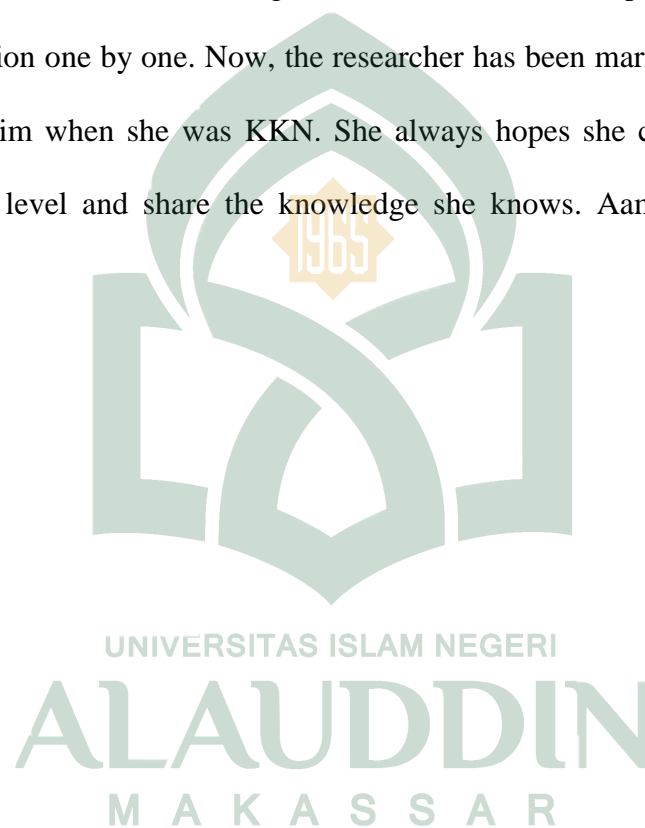
Tut Wuri Handayani is the last child of Sugito M. and Payem. She was born on April 4th 1994 in Sumber Harum Village, North Luwu Regency of South Sulawesi Province. She has three sisters named Sri Lestari, Dwi Saputri S.Kep,Ns., Feni Utami Amd.Keb and no brother except brothers in law. She has an awful childhood. She began her study in primary school at SDN 123 Sumber Wangi when she was 6 years old and graduated in 2006. She also studied religion in TK/TPA Ash-Shobru Jamil for six years. Then, she continued her secondary school at SMP Neg. 2 Sukamaju and graduated in 2009. After that, she continued her senior high school at SMAN 1 Sukamaju and choose exact or science program. She graduated in 2012. After finishing her study in senior high school she did not directly continue her study in college, she earned money by working for two years in Batam Island to look for knowledge and new experience. In 2014, She continued her study as a student in college at Islamic State University of Alauddin Makassar (UINAM).

In Islamic State University of Alauddin Makassar the researcher choose English Education Department, Tarbiyah and Teaching Science Faculty as her major. In this Green Campus the researcher tried to develop and increase her knowledge and leadership. While active in his college, the researcher also joined in some extra organizations. They are; board of New Generation Club Makassar Period 2016-2017 as a minister in education ministry. In 2015 she also joined as

the participant of Peace Camp for University Students Makassar (Peace Generation) which is established by her lecture.

She joined in intra Organization named Student Association of English Education Department (HMJ-PBI). She was appointed as the Secretary of HMJ-PBI period 2017-2018.

The researcher found amazing friends and kind-hearted people whom she could not mention one by one. Now, the researcher has been married with special one, she met him when she was KKN. She always hopes she can continue her study for next level and share the knowledge she knows. Aamiin Allahumma Aamiin.



BIODATA ALUMNI



Nama : Tut Wuri Handayani
NIM : 20400114031
Jurusan : Pendidikan Bahasa Inggris
Jenis kelamin : Perempuan
Tempat/Tanggal lahir : Sumber Harum, 04 April 1994
Suku/Bangsa : Jawa/Indonesia
Nama Bapak : Sugito
Nama Ibu : Payem
Alamat Sekarang : Perum Griya Asri Sakinah AE 5, Gowa
Alamat Daerah : RT 001/ RW 001
Kelurahan/Daerah : Desa Sumber Harum
Kabupaten : Luwu Utara
Provinsi : Sulawesi Selatan
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Tanggal lulus : 29 Oktober 2018
No. Hp : 0852-4250-2472
Judul Skripsi : The Use of Collaborative Reading Strategy in Teaching Reading Comprehension at The Eleventh Grade Students of SMKS Mutiara Ilmu Makassar
Alumni ke- : 20.751